

The purpose of this study was to educate 315 7th grade students on what bullying is, and what strategies they can use to deal with it, either on their own or with assistance from an adult. The study was started at the beginning of the year with a pre survey on bullying, resulting in 18% of the boys and 20% of the girls saying they had been or felt like they were at risk for being bullied. After classroom presentations on anti-bullying strategies, lessons, bullying situation videos, and individual counseling for those students at risk throughout the year, that number had dropped to 13% for the boys and 16% for the girls. This was determined by a post survey given in May.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Mapleton Junior High District: Nebo

Target Group: (whole school, entire class, grade level) Entire 7th grade, approximately 315 students

Target Group selection is based upon the following data/information/school improvement goals: PTA concern about 7th grade students being part of a new Junior High School for the first time. Community Council/school improvement goal to educate 7th grade students about bullying and what they can do to deal with it.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Personal/Social Development Safe Schools understanding	PS:A -PS: A1 -PS:A2 PS: B -PS:	Pre and Post surveys found in <u>"The Bully Free Classroom"</u> By Allan L. Beane as well as lessons for classroom presentations "Bully Beware" video by Bully B'ware Productions	September 5-May 15	315 7 th grade students	Lessons will be presented during student's advisory period so as not to interrupt teacher instruction.	Pre and Post surveys on bullying. Individual counseling reports on bullying

Suzanne Kimball
Principal's Signature

August 23, 2006
Date

August 23, 2006
Date of Staff Presentation

Eric Baum and Flora Chappell
Prepared By

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Mapleton Junior District: Nebo

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Eric Baum Flora Chappell Dave Murphy	All 7 th Grade Students	<p><u>"The Bully Free Classroom"</u> by Allan L. Beane</p> <p>"Bully Beware" video by Bully B'ware Productions</p> <p>Classroom presentations given during student's advisory period</p> <p>Individual counseling and strategies for students expressing concerns about bullying</p>	September 5-May 15	315 7 th grade students	<p>Bullying Survey ""This Week in School" found in <u>"The Bully Free Classroom"</u> given to all 7th grade students at the beginning of the year.</p> <p>-13% of boys surveyed felt bullied or at risk for being bullied.</p> <p>-18% of boys surveyed felt bullied or at risk for being bullied.</p> <p>-20% of girls surveyed felt bullied or at risk for being bullied.</p> <p>Students asked to identify the 4 strategies of dealing with bullies as discussed in "Bully Beware" video</p> <p>-No students were able to identify all 4 strategies before watching video.</p> <p>-Only 23% of students were able to identify at least two strategies before watching video. (sometimes by other names)</p>	<p>Students given "Bullying Survey" found in <u>The Bully Free Classroom</u> in May.</p> <p>-13% of boys surveyed felt bullied or at risk for being bullied.</p> <p>-16% of girls surveyed felt bullied or at risk for being bullied.</p> <p>-73% of all students were able to identify 3 or more strategies for dealing with bullies as discussed in "Bully Beware" video.</p> <p>-88% of all students were able to identify 2 or more strategies for dealing with bullies as discussed in "Bully Beware" video.</p> <p>-31% of all students reported using at least one of the four strategies sometime during the year.</p>	<p>As students become educated on what Bullying really is, and what strategies can help them to handle certain situations, actual bullying or perceived bullying will decrease within the school.</p> <p>Female bullying tends to be higher because of spreading rumors. More lessons in this area would be helpful.</p> <p>7th grade Students will be at this school for 2 more years and will be able o use these strategies along with reminders from administration and counselors to handle future bullying situations.</p>

Suzanne Kimball
Principal's Signature

June 4, 2007
Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Abstract Small Group

In this project, 67 seventh through ninth grade students were recognized and rewarded for demonstrating marked improvement in academics, attendance, behavior, or attitude. Those students identified as struggling at the beginning of each term in any of the above areas were counseled with individually, asked to meet with the attendance tracker, given study tips, or received extra teacher help after school. Student progress was measured at mid-term grades and again at the term end. Students having improved significantly were identified as “Super Citizens”, and given certificates, a pizza party, and their picture in the local paper. Results were measured by a short questionnaire given to teachers, parents and super citizens about the program. Feedback was over 80% positive.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: ____Mapleton Junior High____ District: ____Nebo____

Target Group: 9 students from each grade terms 1-4 totaling 108 students

Target Group selection is based on the following data/information/school improvement goal: School improvement goal as directed by school community counsel made up of parents, teachers, counselors, and administrators

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
Students will show marked improvement in a selected academic subject	Academic Learning Development -AL:A -AL:A1 -AL:A2 -AL:A3	Counselors will work in collaboration with classroom teacher to identify students needing academic improvement in attendance, behavior, or attendance. Counselors will meet individually with selected students once a week to work on identified area for improvement. Counselors will make and remain in contact with parents of identified students seeking their help.	All classroom teachers. Student attendance, grades, and behavior logs.	Mid-term and Final Grades for each term. Attendance records for each term Behavior logs Feed back during individual counseling	Beginning and end of each term	50-75 students in grades 7-9

____Suzanne Kimball____
Principal's Signature

____August 23, 2007____
Date

August 23, 2007____
Date of Staff Presentation

Eric Baum and Florra Chappell
Prepared By

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: _____ District: _____

Counselor	Target Group	Curriculum and Materials	Start Date/ End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Eric Baum Flora Chappell Dave Murphy	Select students in grades 7-9	Attendance, grades, behavior logs, teacher evaluations, and recommendation	Beginning and end of each school term	67 students in grades 7-9 Students needing improvement in academics, behavior, attitude or attendance were identified in the different academic areas. I.E.: Math, English, Social Studies, Science, Healthy Lifestyles, Career and Tech. Ed., Music, Foreign Language, and Art.	In collaboration with classroom teachers, Counselors assisted in developing different criteria to nominate students to become “super citizens” in each of the 9 different academic areas. Criteria included but was not limited to: -Marked academic improvement over the course of the term. -Marked improvement in attendance after an intervention plan was implemented -Marked improvement in classroom behavior after working with parents, teachers, and counselors. -Marked improvement in attitude	If students demonstrated marked improvement in either academic achievement, attendance, behavior, attitude, or a combination of any of the above, they were nominated as “Super Citizens.” This was determined by each team of teachers within a specific subject area in collaboration with counselors. Criteria included assignment scores, test scores, behavior logs, attendance records, and teacher/counselor votes. Qualifying students were given a certificate of achievement, had their picture in the local paper, and were given a Pizza Party as reward.	All teachers, super citizens, and parents of super citizens were given a short questionnaire as to the effectiveness of the super citizen program. 95% of teachers responded positively to the program and voted to continue it next year. 85% of super citizens responded positively, and voted to continue the program next year 87% of parents responded positively, and voted to continue the program next year.

____Suzanne Kimball____
Principal's Signature

____June 4, 2007____
Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

ABSTRACT-Large Group

The purpose of this study was to survey the impressions of the Payson Junior High School 9th grade student population on the documentary, "How to Survive High School". A questionnaire was created using Search Institute's 40 assets, "What Kids Need to Succeed" and issues discussed from the documentary.

Data from the study revealed that while the students Emotional Intelligence scored high, eating disorder, depression and bullying was a concern. The information from the study indicated that gender played a role in some of the survey results. While the percentages in bullying were about the same between females and males, eating disorder, and depression had a significant different.

From the data counseling effects focused on depression. Individual counseling, group counseling and a guest speaker helped students became more informed of the signs of depression, how to manage depression and ways of getting help.

Overall, this project proved to be a useful tool in assessing the well being and concerns of the 9th grade student population.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Payson Junior High School

District: Nebo School District

Target Group: (whole school, entire class, grade level) 9th grade student population

Target Group selection is based upon the following data/information/school improvement goals: The selectionn of this target group was to obtain their impressions of the documentary, "How to Survive High School".

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Help prepare students emotional and social for high school	The following standards were identified: Standard VII Standard VIII Standard IX	Video- How to Survive High School Individual and small group sessions Guest speaker	10-2006 – 11-2006 (survey was taken) 11-2006 – 05-2007 (individual/ group counseling sessions) Guest speaker (04-2007)	9 th grade student population or 225	Documentary "Surviving High School" was viewed during 9 th grade English classes. Individual and small group sessions were conducted throughout the school year. Guest speaker presented during 5 th and 6 th on Wednesday and Thursday	Results will be measured by test results from the documentary "Surviving High School" and the guest speaker presentation. Informal data will be collect from individual and small group session.

Clark Clayson

5-30-2007

Robert Munding

Principal's Signature

Date

Date of Staff Presentation

Prepared By

**Adapted from the ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

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School: Payson Junior High School District: Nebo School Dsitric

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Julie Carlisle Blake Mortensen Robert Munding	9 th Grade	Video-How to Survive High School Survey questions generated from video and Search Institute "What Kids Need to Succeed" Guest speaker	10-2006 – 11-2006 (survey was taken) 11-2006 - 05-2007 (individual and group counseling sessions) Guest speaker (04-2007)	9 th grade student population or 225	Data suggests that while student Emotional Intelligence scores were above normal, depression, bullying and eating disorders were significant	From the results, counseling efforts focused on depression. Individual and small group counseling sessions and a guest speaker were provided to student(s) addressing depression concerns. Post data of individual and group counseling was collect through counseling sessions. Data from the guest was collected by way of a questionnaire.	The information gathered from individual, group and the gust speaker revealed that depression among the 9 th grade student population was a concern. Counseling effects revealed that students became more aware of the signs of depression, managing depression or ways of getting help.

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Clark Clayson

5-30-2007

Principal's Signature

Date

**Adapted from the ASCA National Model: A Framework
for School Counseling Programs*

ABSTRACT-Small Group

Data gathered from the behavioral, academic, and citizenry reports and referrals from teachers, parents, administration, peers and counselors indicated which students were struggling socially in the school setting. It was proposed by the Youth Support Group that the counseling department conduct some small groups to help remedy this concern.

Each group met weekly, lasting approximately 45 minutes. Groups were separated by gender. The goal of the small group sessions was to teach these students the skills necessary interact appropriately with their peers.

The group sessions ran from January through April of 2007. Evaluation of student progression was evident from observation, individual counseling and data continually gathered from behavioral, academic and/or citizenry reports.

Overall, the small group sessions proved to be helpful in teaching the skills necessary to develop peer relationships. The Why Try program, group processing and the game, Curses, allowed the participants to assimilate the information in a way that became meaningful to them

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Payson Junior High School District: Nebo

Target Group: 8th and 9th grade – Social Skills

Target Group selection is based on the following data/information/school improvement goal: Selection of students were based on administration, teacher, parent, counselor and/or peer referrals. Data from the citizenry, attendance and/or academic reports were also used to identify students.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
Help students learn the social and friendship skills necessary to succeed in peer relationships	Standard VI Standard VII Standard VIII Standard IX Standard XII	Small groups will be separated by gender Groups of 8-10 will meet on a weekly bases, each session lasting approximately 45 minutes Informal individual counseling sessions may be conducted based on individual needs Group processing Games- Curses Why Try Program	Why Try Program Game- Curses Small conference room Goal/processing sheet	Observations during activity participation Observation during group processing sessions Review prior sessions (i.e. Why Try Program) Individual counseling sessions Data from academic, behavioral and citizenry reports	January – April 2007	20 students

Clark Clayson

5-30-2007

Robert Munding

Principal's Signature

Date

Date of Staff Presentation

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Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

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School: Payson Junior High School District: Nebo

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Julie Carlisle Blake Mortensen Robert Munding	8 th and 9 th grade Social Skills	Why Try Program Game- Curses Goal/processing sheet	January – April 2007	20 students	Data from academic, behavioral and/or citizenry reports indicate student social concerns Referrals came from teachers, peers, parents, counselors and/or administration	Changes in behavior were indicated by there group participation Changes were evident through group processing sessions Changes were evident through individual counseling Data from academic, behavioral and/or citizenry reports shown a betterment in social performance	The data reports in one or all of the following criteria (academic, behavioral, citizenry) indicated that students felt more comfortable in social settings at school. Follow-up counseling sessions indicated that students were better able to sustain peer relationships Participants developed a greater level of trust amongst their peers

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Clark Clayson

5-30-2007

Principal's Signature

Date

**Adapted from the ASCA National Model: A Framework for School Counseling Programs.*

PAYSON MIDDLE SCHOOLS
DATA PROJECT ABSTRACT 2006-2007

Bullying:

Bullying has been a problem at Payson Middle School, especially with the 7th graders. Thus a program was developed to help these students to be more proactive in reducing bullying in our school. We used a variety of activities followed by a video “End the Silence, Stop the Bullying”. This allowed our students to feel free to speak up to stop bullying and feel safer while at our school. A total of 540 7th graders were taught this unit between November 3, 2006 and December 4, 2006. Results were measured by pre and post tests. Post test results showed a 100% improvement. Less incidents of bullying have been shown in the following months which indicated that our students felt more empowered to handle a variety of situations.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Payson Middle School_____ District: _Nebo School District_____

Target Group: (whole school, entire class, grade level) All 7th Grade Students_____

Target Group selection is based upon the following data/information/school improvement goals: Chose 7th grade because we are working with students to be more proactive in reducing bullying in our school.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
<p><i>Had a warm up activity where students wrote down 3 things that made them unique.</i></p> <p><i>Followed with a video "End The Silence, Stop The Bullying" and had them answer some questions.</i></p> <p><i>Had student's role-play different bullying scenarios.</i></p>	<p>Help our students gain knowledge about bullying and how they can more proactive in stopping.</p> <p>Allowing our students to feel safer while at school which will help improve grades and attendance.</p>	<p>One day presentation</p> <p>Video "End The Silence, Stop The Bullying".</p> <p>Warm-up activity of writing down 3 unique characteristics.</p> <p>Role-playing different scenarios.</p>	<p>11/3/06 thru</p> <p>12/4/06</p>	<p>540 Students</p>	<p>We presented in each of our 7th grade English classes for one class period.</p>	<p><i>Results were measured by our pre and post tests which consisted of 5 questions and the students showed 100% improvement on the post test.</i></p> <p><i>Less incidents of bullying will be reported because students will feel empowered to handle situations themselves.</i></p> <p><i>Students will use other resources such as counselors/administrators and teachers to help resolve bullying issues they cannot handle themselves.</i></p>

Principal's Signature

Date

Date of Staff Presentation

Prepared By

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Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

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School: Payson Middle School District: Nebo School District

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Dawn Anderson Amy Bond	All 7 th Grade Students	Anti-Bullying Unit Materials Used: Video "End The Silence, Stop The Bullying". Had warm up activity of having each student list 3 unique characteristics. Role-playing different scenarios.	11/3/06 thru 12/4/06	540 students	Had students take a pre-test which contained 5 questions then after the presentation we had students take the post test with the same 5 questions. We then compared results, 100% improvement from pre-test results to post test results.	When bullying occurs students will speak up and take a more active role in stopping bullying. Recognize that being a bystander is as much of a problem as being a bully. Bullying incidents will decline because we have taken/taught a zero tolerance policy.	Many of our students did not have the knowledge needed to make appropriate choices when it came to being bullying. After our presentation students then had the knowledge and skills to use in order to handle bullying appropriately. They also felt more confident in their abilities to handle different situations. They can now make an impact on decreasing bullying in our school.

Principal's Signature

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

PAYSON MIDDLE SCHOOLS
DATA PROJECT ABSTRACT 2006-2007

Mentoring:

A group of 369 students at Payson Middle School were assigned mentors. All faculty members were asked to sign up for at least one student to mentor. These students were chosen at the beginning of each term from a list of failing students. Each mentor met with his assigned student (s) at least once a week for the entire term and gave positive reinforcement. Feedback concerning each student was given each week at the Academic Support Steering Committee meeting. At the end of each term, a substantial number of students were removed from the failing lists. This indicates that students do better both academically and socially when they have at least one positive adult in their lives.

Utah CCGP—Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: _____Payson Middle School_____ District: ___Nebo School District_____

Target Group: _____Any student failing one or more classes_____

Target Group selection is based on the following data/information/school improvement goal: _____Report cards, teacher input and the Academic Support Steering Committee Goals._____

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
Help students who are failing one or more classes to pass all their classes.	Help students gain the skills to achieve academically. Give students a positive adult figure in their lives.	Find a mentor for each failing student. Have mentor meet weekly with the student. Positive reinforcement for the student as they progress academically.	It was crucial that all faculty members were involved in our program. Each faculty member chose at least one student that they would mentor.	We started with our 1 st term midterm grades. We then took 2 nd and 3 rd term grades and compared them to both midterm and end of term grades.	September 28, 2006 thru May 25, 2007.	153—6 th graders 216—7 th graders

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

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School: Payson Middle School District: Nebo School District

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Dawn Anderson Bethany Marker Douglas Houghton Amy Bond	Any student failing one or more class	Developed by the Counseling Department and the Academic Support Steering Committee. Have each failing student be assigned to a mentor who will meet with them weekly.	Start date was midterm of the 1 st term. The project continued through the end of the year.	153 students in the 6 th grade. 216 students in the 7 th grade. 369 students total.	Mentors gave feedback concerning each student that they mentored. The list of students failing at the first of each term compared to the list at the end of each term.	Change in grades, students taken off the “F” list. 6 th graders 1 st term 28 students with F grades -10 improved and were taken off the F list 2 nd term 50 students with F grades -25 improved and were taken off the F list 3 rd term 54 students with F grades -29 improved and were taken off the F list	Students do better both academically and socially when they have at least one positive adult involved in their life. Help students realize adults can make an impact on their lives. Better attendance and increased self-esteem

Principal’s Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.



Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Spanish Fork Junior High

Entire eighth grade class

Target Group: Target Group selection is based upon: Resource Literate= School Improvement Goal

ABSTRACT

In this study, 635 eighth grade students were instructed on the Utah Mentor career center. Participants were introduced to the Utah Mentor program and each student created a password and log in information. The career center section of the program was explored and each student completed the Career Interest Inventory. The information was collected and added to their SEOP file. This information was discussed during individual SEOP'S. The self reported results indicated that the students had become familiarized with not only career interest but also the Utah Mentor Program that would help them in high school with college selection and test preparation.

PROJECT DESCRIPTION

Introduction

Participants

- All eighth grade students (635) during their U.S. History class
- All Eighth graders

Method

- Career Interest Inventory and Holland Code's
- Utah Mentor and Holland Code
- March and April 2007
- US History classes
- Evaluation Methods- a self report survey at the end of each class period

RESULTS

Out of the 635 eighth grade students that were given the survey, 623 students returned them. 12 surveys were lost or just not turned in. The students were asked to self report how useful the career interest survey was and how helpful that the Utah Mentor program would be to them in the future. 80 % felt like the interest survey was fun and useful and 65% reported that they would use Utah mentor in the future.

DISCUSSION

The data tells us that eighth grade students not only need to find out about career interests, but that they think that it is “fun” This is very valuable information for us. On the self report surveys the use of the word “fun” occurred 139 different times when referring to the Career Interest Survey. We feel like the 65% who reported that they will use it in the future will increase when they move on to the high school. Our feeder high school uses Utah Mentor and all students will be exposed to it numerous times in the future. We feel that by being exposed as much as possible to Utah Mentor, the students will at the very least know of resources to receive ACT test preparation, career information and college entrance requirements..



Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Spanish Fork Junior High

Target Group: Small group- 41 ninth grade students

Target Group selection is based upon: A Successful learner-School Improvement Goal

ABSTRACT

In this study, 41 ninth grade students who had not received credit for English during the year, were counseled to enroll in an after school make-up class. Students were involved in extensive counseling and study skills as well as writing and reading strategies to improve their overall school status and performance. Credit was awarded to students who completed 20 days of class time and 5 units of English curriculum. The results suggest that with individual tutoring and improved study habits, students who previously fail core subjects can successfully continue high school with out credit deficiencies.

PROJECT DESCRIPTION

Introduction

- School Improvement Goal- A Successful Learner
- Identify and assist ninth grade students who have failed English to regain credit in order to continue towards high school graduation.

Participants

- 41 ninth grade students who had previously failed at least 1 term of ninth English
- Low academic ninth graders

Method

- Study Skills curriculum and English core curriculum
- October 30,2006- May 18, 2007
- English make-up class taught after school for 20 days each term.
- Evaluation Methods –Determined by English grades for placement and English grade at the end of the class.
- Mrs. Brown and Mr. Jackson (counselors) and Mrs. Betts (English department head).
- Study Skills Curriculum(counselor's) English core curriculum

RESULTS

The results were extremely positive for the after school credit make-up class. Out of the 41 students that participated through out the year, only 10 did not complete the class requirements. 31 students received .25 English credit. The students study skill improved dramatically in that they learned the value of turning completed work in on time.

DISCUSSION

The data tells us that this program needs to be continued at our school. 31 out of 41 students completed the course work for English credit. The students enjoyed the tutoring and the individual attention. They told us, "this is the first time that English makes sense to me and I can write a real essay now". The course made them feel like we cared about their future. The credit will help them progress toward high school graduation.

Abstract

The purpose of our study was to determine if the counselors at Spanish Fork Middle School could reduce the number of behavior incidents at our school. The counselors developed a lesson plan that was presented to all sixth grade students each year as they entered the middle school. The lesson included discussion about bullying, harassment and following school rules. The lesson also discussed the importance of respecting others and being an all around good citizen. The counselors also reviewed the curriculum with the seventh graders in their English classes. Data was then collected which compared the number of behavior incidents reported the previous year to the number of behavior incidents reported the current year. We have found a significant decrease in behavior incidents each year since the inception of the program.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: __Spanish Fork Middle School_____ District: __Nebo School District_____

Target Group: (whole school, entire class, grade level) __Whole School_____

Target Group selection is based upon the following data/information/school improvement goals: School Improvement Plan recommended a “school wide” program to address the needs assessment data which showed high concern from parents and students on this “safe schools” issue.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
The content of the lesson will include discussion on bullying and harassment. Discussion about obeying all school rules and over all good citizenship will also be included.	1. Knowledge of the importance of self-concept 2. Skills to interact with others ASCA Standards: A. Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. B. Students will understand safety and survival skills.	Counselor generated lessons from Bully Beware and Bully Proof Your School Anti-harassment cards for each student.	9/15/06 – 5/1/07	Entire school, which consists of approximately 1350 students	Lessons will be presented in all students sixth grade English classes. Follow-up discussions will be held with all sixth grade students throughout the year in groups of around 30. Follow-up discussions will be held with all seventh graders at the beginning of the year in their English Class.	End of year behavior reports will be used to compare the number of documented behavior incidents from previous year verses behavior incidents from current school year.

Principal's Signature _____

Date _____

Date of Staff Presentation _____

Prepared By _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Spanish Fork Middle School District: Nebo School District

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Jeff Cook Stephanie Killpack	All 6 th and 7 th grade students	Counselor generated lessons from Bully Beware and Bully Proof Your School. Lessons also focus on being overall good citizens and following school rules. Anti-harassment cards for each student	Data collection for program began in the 04/05 school year and has continued every year. Specifically data for this year was from 8/22/07 – 5/15/07	Approximately 1350 students were taught lessons in a classroom setting. Follow-up sessions reviewing curriculum was in groups of 30 for both sixth and seventh grade students.	In the 04/05 school year our school reported a total of 792 behavior incidents. The 05/06 year there were a total of 614 reported behavior incidents and the current school year we have only had 502 reported behavior incidents.	All students have received training in reporting incidents of harassment and have been given a harassment card along with encouragement on being good citizens and following all school rules. Over the last three years, we have shown a significant reduction in reported incidents each year.	The data indicates that our program is effective and that we are having a positive impact on student behavior. We hope to continue the program and see continued success.

Principal's Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Abstract

In our study we selected all of the students in our school who received a failing grade on their mid-term report card during first term. We as counselors met individually with each student to help them develop a plan to avoid getting a failing grade by the end of the term. Many of our students were not aware of the many forms of assistance that our school offered students who were struggling with grades. In many cases parents were also contacted and included in the plan to help their students increase their grades. When students left our office they not only had set goals for improvement but they had many strategies they could use to help them. We found significant improvement in the number of students who avoided failing grades as a result of this program.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Spanish Fork Middle School District: Nebo School District

Target Group: All sixth and seventh grade students who have 1 or more failing grades at the first progress report.

Target Group selection is based on the following data/information/school improvement goal: Our School Improvement goal is to help students who are struggling in academic classes.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
Reduction of failing grades. Reduction of academically at-risk students through success in academic performance. Improvement in grade point within the target group from initial grade posting to final calculation of first term grades. (Program will also continue in other terms is successful.)	Competency I: Knowledge of the influence of a positive self-concept. Competency V: Understanding the relationship between work and learning. Competency IX: Skills to make decisions. ASCA Standards: Academic A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. Personal B: Students will make decisions, set goals, and take necessary action to achieve goals.	Individual meeting with each student in the target group to develop an improvement plan which may include one or more of the following interventions: tracking, skill building, tutoring, consultation with teachers, behavior contract, parent meeting, referral for evaluation for special education services, individual or group counseling.	Coordination with student assistance program including tracking and skill building. Consultation with individual teachers. Presentation of goals and results in faculty meeting.	Comparison of pre-post academic records within targeted groups of students receiving individual and/or group counseling and other interventions.	9/27/2006 – 10/27/2006 Program will also continue through other terms if successful	At least 50% of targeted students will show improvement in number of passing grades during the first term. All students in the target group will be given options for improving grades.

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Spanish Fork Middle School District: Nebo School District

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Stephanie Killpack	All 6 th grade students with 1 or more failing grades at first progress report.	Individual meeting with each student in the target group to develop an improvement plan which may include one or more of the following interventions: tracking, skill building, tutoring, consultation with teachers, behavior contract, parent meeting, referral for evaluation for special education services, individual or group conseling.	9/26/2007 – 10/27/2007	112 sixth-grade students in the first term.	Number of 6 th grade students with failing grades reduced from 112 to 26.	Number of students with failing grades was reduced by 76% following the interventions.	The interventions appear to help more than half of the target students to develop better patterns of academic success.
Jeff Cook	All 7 th grade students with 1 or more failing grades at first progress report.			181 seventh-grade students in the first term.	Number of 7 th grade students with failing grades reduced from 181 to 70.	Number of 7 th grades students with failing grades was reduced by 61% following the interventions.	Hopefully, students will continue using the intervention strategies in the future to have greater academic success.

Principal’s Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

**Springville Junior High School
CCGP Data Project Reports, 2007**

Abstract-Large Group

In this study, all eighth grade students (240) at Springville Junior High were administered the Self Directed Search (SDS) to encourage career exploration. This study was selected based on the results of the most recent state CCGP survey and the latest school needs assessment, which indicated that students at Springville Jr. H.S. needed additional career exploration activities. After completing the SDS, 240 students were able to identify their Holland code and explore careers associated with their interests. Results of the SDS will be used during SEOP conferences with parents at the beginning of next year.

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Springville Junior High School District: Nebo School District

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
All counselors	Eighth Grade Students	Self Directed Search Overheads	March 12 to March 16	240	240 students completed the activity and submitted an SDS summary sheet	In addition to completing the SDS many students requested information on taking additional interest inventories. Most were engaged in the activity.	The Holland Code will be used in future activities with these students and the results will be shared with parents during SEOP conferences. Adaptations of this activity will continue in future years.

Principal's Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

**Springville Junior High School
CCGP Data Project Reports, 2007**

Abstract-Closing the Gap

The purpose of this study was to assess the effects of a Step-Up Tracking program on at-risk junior high students' academic achievement. 61 students were selected to participate in the study which included daily to bi-weekly counseling with an assigned tracker and increased contact with parents. Measurement consisted of a G.P.A. evaluation at the end of each term. Results showed the following: 14 students significantly increased G.P.A., 11 students had minimal increases in G.P.A. , 25 had stagnant G.P.A.'s , and 11 students had decreases in G.P.A.

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Springville Junior High School District: Nebo School District

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
All Counselors	At-Risk students identified by SJHS’s Youth Support Committee	Protective Factors Survey Trackers	September to May 2007	61 students were selected to participate	Students were issued the protective factors survey and most students increased in protective factors as the year progressed.	14 students had significant increases in G.P.A. 11 students had minimal increases in G.P.A. 25 students had stagnant G.P.A.’s 11 students had decreases in G.P.A.	Students involved in the program either increased or maintained their G.P.A throughout their involvement with the program.

Principal’s Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.